

**THE USE OF INDEX CARD MATCH COLLABORATED WITH GROUP
DISCUSSION TO IMPROVE STUDENTS' READING COMPREHENSION
OF RECOUNT TEXT**

*(A Classroom Action Research at the Eighth Grade Students of SMP N 13
Pontianak in Academic Year 2012/2013)*

JOURNAL

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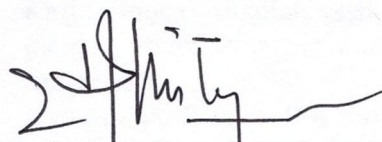
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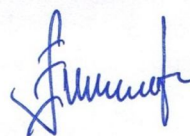
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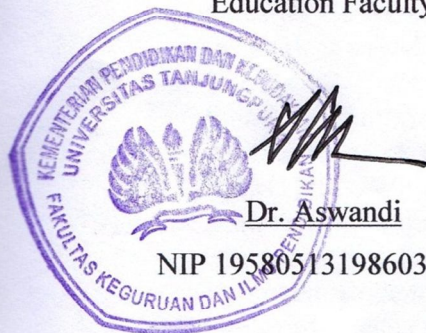


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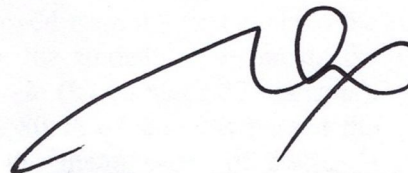
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THE USE OF INDEX CARD MATCH COLLABORATED WITH GROUP DISCUSSION TO IMPROVE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT

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Abstrak: Penelitian ini berjudul Penggunaan Pencocokan Kartu Index dikolaborasikan dengan Diskusi Kelompok untuk meningkatkan Kemampuan pemahaman membaca siswa terhadap teks berbentuk recount. Tujuan dari penelitian ini adalah untuk membantu mengatasi kesulitan siswa dalam memahami teks berbentuk recount. Subjek penelitian adalah siswa kelas VIIIF; yang berjumlah 31 siswa. Penelitian ini dilaksanakan sebanyak tiga siklus. Peneliti menggunakan tes jawaban singkat, tabel pengamatan, dan catatan lapangan sebagai alat pengumpul data. Hasil penelitian menunjukkan peningkatan pemahaman siswa didalam membaca dari siklus pertama sampai pada siklus akhir. Ini terlihat dari jumlah siswa yang mencapai Standard ketuntasan minimum di siklus terakhir (87,10% atau 27 siswa). Sesuai dengan target dari penelitian ini untuk membuat 80 % siswa mencapai KKM (70). Sementara rata-rata nilai pencapaian siswa meningkat dari 62.42 ke 81.45. Sebagai hasilnya, penulis menyimpulkan bahwa Pencocokan Kartu Index dikolaborasikan dengan Diskusi Kelompok mampu meningkatkan pemahaman membaca siswa terhadap teks recount dengan sangat baik.

Kata Kunci: Pencocokan Kartu Index, Pemahaman Membaca

Abstract: This research entitled the use of index card match collaborated with group discussion to improve students' reading comprehension of recount text. The purpose of this research is to solve the students' problem which was their difficulty in comprehending the recount text. The subject of this research was class VIIIF; which consisted of 31 students. This research was done in three cycles. The researcher used short answer tests, observation checklist tables, and field notes as the tools of collecting data. The research finding showed that the student's reading comprehension improved from the first cycle to the last cycle. It is showed by the number of the students who passed the Standard of minimum score in the last cycle (87,10 % or 27 students). As the target of this research is to make 80 % of students passed the KKM (70). While, it is supported by the mean score of student's achievement improved from 62.42 to 81.45. As the result, the writer concludes that Index Card Match collaborated with Group Discussion improved student's reading comprehension of recount text very well.

Keywords: Index Card Match, Reading Comprehension

Reading is one of ways for students to enrich their knowledge and ability. It is crucial for the teacher to have a vision for how their students used reading in their activities. In reading skill, the students have to be able to anything being written in the text. this process cannot be separated from comprehension because reading without comprehension is absolutely useless. Reading comprehension is an ability to acquire the knowledge and information from written text. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structures, vocabulary and meaning. As Shanahan (2006) stated that reading comprehension is the act of understanding and interpreting the information within a text. In reading comprehension, the readers must be able to find the idea of the text, acquiring the detail information, grammatical structures, vocabulary and meaning of the text.

The use of cooperative learning technique can improve students' learning result. The use of good teaching technique to teach reading comprehension by the teachers in the teaching learning process will help the students to comprehend the text well. There are many cooperative teaching technique can be used such as Numbered Head Together, Team Pair Solo, PLAN, Paired Storytelling Strategy, Schema Activation, and so on. While, the choice of appropriate text for the students level also need to be considered due to the importance of facilitating students' reading competence. It is essential as reading skill is the ability to understand each words, phrase, sentence even paragraph.

As this research is focused on the improving students' ability in comprehending a text, the use of a good and effective teaching technique is very crucial in the process of learning. A good teaching technique in reading comprehension must be able to help the students in finding the information from the text. Junior High School students are expected to be able to comprehend several kind of text. Based on the observation to the eighth grade students of SMP Negeri 13 Pontianak, the class of VIII F students have problems in comprehending the text especially recount text. Recount text is one of the text which have to be taught in Junior High School. Eight grade students of this school have some problems in comprehending this kind of text. They were not able to find the correct answers of the question given. Most of the students of this class did not pass the Minimum Standard Score (KKM) used at that school which is 70. Based on the generic structures of the text, most of them have difficulties in acquiring general information in orientation, finding detail and specific information in series of events and finding author opinion in reorientation. The lack of ability in guessing the meaning of the text and lack of vocabulary also become the reasons of their poor ability in comprehending information in recount text. In order to state the problems clearly, the writer write the research questions as follows:

1. How can index card match collaborated with group discussion improve students' reading comprehension of recount text in identifying general information about who, what, where and when in orientation?
2. How can index card match collaborated with group discussion improve students' reading comprehension of recount text in identifying specific information about series of events?

3. How can index card match collaborated with group discussion improve students' reading comprehension of recount text in identifying author's opinion about the events in reorientation?

Therefore, the writer used Index Card Match collaborated with Group Discussion to help the students to solve those problems and improve their reading comprehension ability of recount text. Index card match is a technique developed by Melvin Silberman (2006) as reviewing technique. This technique uses card of question and answer about the material. "Students who get a question card looking for students who have an answer card and vice versa".(Silberman, 2006:250).Index card match is an active teaching technique that used cards which consist of questions and answers about the text.

In this research, this technique helped the student to comprehend the text directly based on the question and answer about the information in each generic structure. They have to match the cards in correct order and comprehend the text by discussing meaning of the text by using those cards. The researcher collaborated it with Group Discussion technique to help the students to classify all of the question based on the generic structures and comprehending the whole text. However, the researcher also used card of vocabulary to help the students understand the meaning of the words in context. Thus, this research would apply Index Card Match collaborated with Group Discussion to improve Students' ability of recount text.

Here are the steps of this technique:

1. Students are given cards of vocabulary and find the pair of the card in front of the class. Then teacher shows the correct pair of the cards.
2. Students sits in group, they are given a sum of card of questions and answers, discuss the correct pair of the cards and classify them into the general structure of the text.
3. Students are given a task of an individual test of the text.

METHOD

In this research the writer uses a classroom action research. According to Ferrace (2000) classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research. Similarly, Cherry (1999:1) states that the process of action research can be described as a continuous cycle of planning, action and review of the action Classroom action research is a study systematically conducted by the teachers or researchers in teaching and learning environment to solve educational problems or to change things related to educational implementation to be better. Classroom action research consist of four stages: planning, acting, observing and reflecting.

The subject of this research was the eighth grade students of SMPN 13 Pontianakclass VIIF in academic year 2012-2013. The number of the students of class VIIF was 31 students. the researcher chose classroom observation technique and measurement technique in this research. The classroom observation technique is applied to note the action during the teaching and learning process.

While measurement technique used to measure students' reading ability in comprehending the text. in collecting the data the researcher used observation checklist table, field note and written test.

1. Observation checklist table.

Observation checklist table carried out while teaching and learning process. It contains the aspect that are observed when the researcher conduct the research in the classroom.

2. Field note

Field note used to record any impact of Index Card Match collaborated with Group Discussion in teaching learning process in the classroom. It is made to record other aspect or unpredictable things that are not available in the checklist.

3. Written test

Written test used to know whether the students understand the text or not. The type of the test is short answer. In this research, the test consist of ten items and given at the end of the lesson.

In the process of data analysis, the writer analyzed the data taken from the written test, observation checklist and field note. This research concerned to the process of teaching and learning which the aspect of students' and teacher' behavior is involved and there were more than one ways of method in collecting the data, the data analysis used triangulation. Cohen, Manion, and Morrison (2000) defined triangulation as the use of two or more methods of data collection in the study of some aspects of human behavior.

The primary data to be analyzed was the result of the students' worksheet of written test while the data from observation is used as the secondary data. In analyzing students' reading comprehension test, the writer calculated the score of the test as follows:

$$N = \frac{\text{total point of correct answer} \times 100}{10}$$

In order to determine the students' individual score whether the students passed or not passed, the writer used the standard of minimum score for English subject at the school.

Total individual score	Category
0-69	Not passed
70-100	Passed

Table 1

Standard of minimum score for English subject in SMPN 13 Pontianak

Since this research is classroom action research, the target of the research was to make 80% of the students pass the Standard of Minimum score. The students must have got score above or same as 70. The treatment is continued if the result is not satisfying and the action stops if the class meanscore is achieved the targeted criteria. While this research is focused on the students improvement cycle to cycle. The used of observation checklist and field note were very important data to analyzed to support the process of the students' improvement.

FINDINGS

In planning stage of first cycle, the writer did an informal interview and discussion with the teacher about the students' problems. Then, the writer planned this research to solve the problems and make teaching learning better to improve students' achievement. In this stage, index card match collaborated with group discussion was chosen as technique to make the students comprehend the meaning of the text easily and identify the information to answer the questions accurately and correctly. This stage was the implementation of index card match collaborated with group discussion in the learning process.

In observation stage, based on observation of implementing index card match collaborated with group discussion, the observer noted that the teacher did not control the class well. It can be seen from observation checklist which showed that; students did not follow the class activities seriously; some students did not work together with their pair when matching the cards. The observer also discovered that students found difficulties in guessing the meaning of the words in index card. Based on field notes, most of the students were curious to the technique, it seen from some of them raised their hand when the teacher asked a question and asked them to read the text. In group discussion, each group has desire of competition to finish their task in group. Some of groups have good teamwork and each member well participated in the discussion.

The result of the written test in cycle 1 showed that no students can answer all the question correctly. There are three questions of understanding general information in orientation. As a result, there are 8 students can answer two of three questions and got 20 points. There are 10 students got 15 points, 7 students got 10 points and the last six students got 5 points for question of general information in orientation.

In understanding detail information in series of events. As a result of the test, there is only one students who can answer all of six questions of series of events. Students who got 50 and 45 points are each 10 students. The students who got 40 and 35 points are each 5 students. As the last result of understanding writer opinion in reorientation, there are 9 students got 10 points, 11 students got each 5 points and 0 point.

Based on the reflection in cycle 1, the teacher would allow the students to open the dictionary to find out the meaning of the cards of vocabulary and the teacher control the class properly. The action stage in cycle 2 was conducted based on lesson plan cycle 2. Based on the observation stage, the observer discovered that students started to be familiar with the instructions. They matched both the card of vocabulary and question and answers cards correctly and they also participated actively in the whole discussion of index card of question and answer and comprehending meaning of the text.

From the action and observation stage, the teacher and observer concluded that in the cycle 2, the students could found the meaning of the words and correctly found the match in index card of vocabulary, in group discussion, the students could arranged the index card of question and answer into correct pair of cards due to they still remembered the words. Most of the students also

participated actively in the class discussion of index card of question and answer leaded by the teacher.

In this cycle there was the students' better improvement. The improvement can be seen from the result of students' written test. The first comprehension part, in understanding general information, there is 1 student who can answer all of three questions and got 30 points. There are 6 students who got 25 points, 17 students got 20 points, 3 students got 15 points, 2 students got 10 points, 1 student got 5 points and 1 student got 0 point. The second comprehension part in understanding detail information in series of events, there are 9 students answered all of the questions and got 60 points, 6 students got 55 points, 5 students got 50 points, 4 students got 45 points, 5 students got 40 points and each 1 student who got 35 and 20 points. The last is understanding writer opinion in reorientation, there are 28 students can answer the question correctly and got 10 points, 2 students got 5 points and 1 students got no points.

Based on the result of the written test in cycle 2, the teacher wanted to conduct cycle 3 to achieve 80% of the students who pass the KKM and make sure that index card match collaborated with group discussion could improve students' reading comprehension. In cycle 3, the teacher implemented index card match collaborated with group discussion with the same treatment in the cycle 2 with some improvement in time management and intensive controlling students' group discussion process. The action stage was conducted based on lesson plan cycle 3.

In the observation stage, the observer discovered that the students were familiar with the instruction so they could easily follow teacher's instructions. The students could find the meaning of words quickly and could find the pair of correctly in index card of vocabulary. In group discussion in index card of question and answer, the pair actively discussed the correct question and answer to find the pair of the cards correctly. The students were more active to the whole discussion with the teacher about the index card of question and answer. The students were interested in doing activities in cycle 3.

Refers to the last test in the last cycle most of the students got consistency in their score as in the second cycle, some students got some improvement but it is not happen for every student. In understanding general information in orientation, there are 13 students got 30 points, 4 students got 25 points, 9 students got 20 points, 4 students got 10 points and 1 students who got 5 points. In understanding detail information in series of events, there are 13 students got perfect points or answered all the question correctly, 3 students got 55 points, 4 students got 50 points, 2 students got 45 points, 8 students got 40 points, and 1 student got 20 points. In understanding writer opinion, there are 23 students can identified writer's opinion or got 10 points, 3 students got 5 points and unfortunately 5 students cannot identify the writer's opinion or got 0 point. Referring to the overall result of the test, the highest score was 90 and the lowest was 50.

DISCUSSION

The result of the written test in cycle 1 showed that the highest score of the students' test was 85 and the lower score was 35 (see Appendix IV). Referring

to the result of the worksheet in cycle 1, only fifteen students (48,39 %) who got score above KKM (Standard of minimum score). Only one student got score 85, four students got score 75 and ten students got score 70. While sixteen students got under KKM (70). They score were 35 up to 69. It means that sixteen students did not pass the test. The teacher was not satisfied with the result of the test in the first cycle where the students which passed the KKM were not achieved 80%. As this research was expected to make 80% of students achieved score above KKM (70).

As a result in the second cycle, there are some improvements on each part of comprehension. In understanding general information in orientation, some improvement can be seen from students who got score over 20 points as in the first cycle, even there is one students who got 30 points or able to answer all the questions of orientation. In addition, there are 6 students who got 25 points. The improvement also happened to the students in understanding detail information, it can be seen that there are 9 students who can answer all the questions and got 60 points while there is just 1 students who got perfect points in the first cycle. Moreover, there are 6 students got 55 points and no students in the first cycle got this points. As overall, the highest score was 90 and the lowest was 40.

Based on the score on second cycle, some students got better score than on first cycle and students who passed the KKM had significantly increased. In first cycle, only fifteen students (48.39%) who passed the KKM, but in second cycle, there were twenty three students (74.19%) got score above the KKM and only eight students who got score under 70. The writer planned to conduct third cycle in order to make 80 % of the students can pass the KKM and to make sure that this technique can improve students' ability in reading comprehension of recount text.

In the last cycle, the result of the test in the last cycle showed that 27 students or 87.10% students got score above 70 and only four students who got score under 70. It means that most of students had reached KKM (Standard of Minimum score) and the targeted-score (80%) had been achieved. It is also supported by the improvement of students' mean score in first, second, and third cycle. As stated that the targeted-score for the students' mean was 70 (based on KKM). From the result, the writer concluded that the use of Index card match collaborated with group discussion can improve students' ability of reading comprehension of recount text. Thus, the cycle was ended and considered to be successful.

The following chart below shows the comparison of the students' percentage who passed the Standard of minimum score in every cycle.

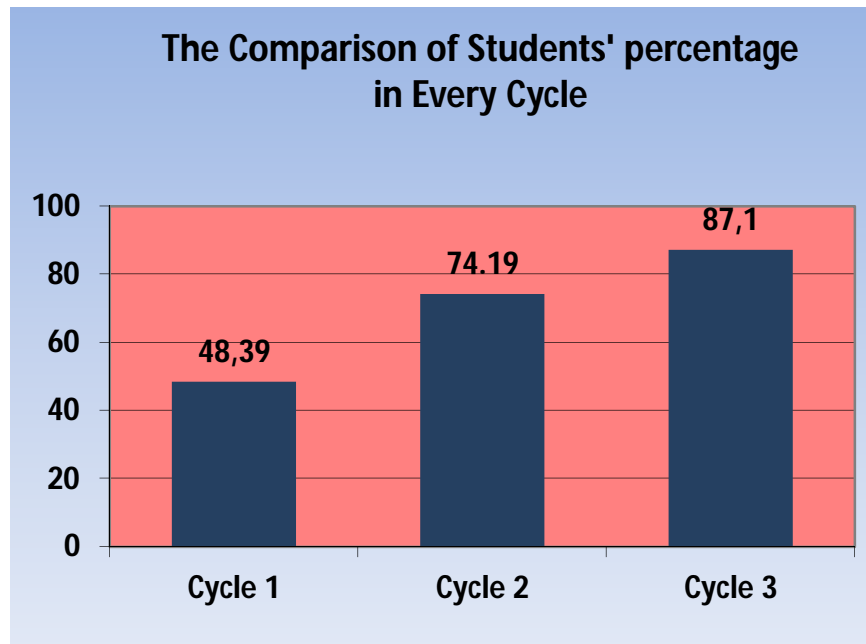


Chart 1. The comparison of students' percentage

CONCLUSION

The analysis of research findings shows the use of Index Card Match collaborated with Group Discussion improved students' reading comprehension ability of recount text. There were significant improvement in each area of comprehension based on the generic structure of the text. The improvement of comprehension in orientation, series of events and reorientation can be seen from the result of the test in every cycle. Moreover, the use of technique increased students' attention and interest, built students' teamwork and competition and created good environment in teaching and learning process.

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